DOCUMENT RESUME

ED 192 582 FL 011 742

AUTHOR Patterson, Jean Scarborough
TITLE The Influence of English on the Spanish Syntax of El Paso-Juarez.
PUB DATE 79
NOTE 35p.: M.A. Thesis, University of Texas at El Paso.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Bilingualism: Contrastive Linguistics: English (Second Language): Error Analysis (Language): *Interference (Language): *Language Dominance: Language Research: *Language Usage: Mexican Americans: Second Language Learning: *Spanish: *Syntax
IDENTIFIERS Texas (El Paso)

ABSTRACT

The Spanish syntax of 36 English-Spanish bilingual students at the University of Texas at El Paso was examined to determine the variety and extent of English influence on Spanish syntax and to correlate the relative extent of this influence with selected extra-linguistic factors. The most significant finding was that the group of students having the highest rate of English-influenced Spanish syntax indicated that they spoke predominantly English with their peers: in contrast, the group of students revealing the lowest average of English-influenced Spanish syntax indicated that they spoke mostly Spanish with their peers. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED192582

THE INFLUENCE OF ENGLISH ON THE SPANISH SYNTAX OF EL PASO-JUAREZ

by

Jean Scarborough Patterson

A.B. Western Kentucky University, 1975

THESIS

Presented to the Faculty of the Graduate School of

The University of Texas at El Paso

in Partial Fulfillment

of the Requirements

for the Degree of

MASTER OF ARIS

FL 011 742

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jean Scarborough Patterson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

THE UNIVERSITY OF TEXAS AT EL PASO

May, 1979

THE INFLUENCE OF ENGLISH

ON THE SPANISH SYNTAX

OF EL PASO-JUAREZ

APPROVED:

Diana S. Natalicio

Charles + Elsie

Jaime A. Aguirre

Dean of the Graduate School

Acknowledgments

First, I would like to express my gratitude to Dr. Fred Brewer and Carol Wallace, whose Spanish 4103 and Linguistics 4113 students participated in this study. I would also like to acknowledge the guidance provided by Dr. Ricardo Aguilar, Director of Chicano Studies, and Dr. Charles Elerick, whose excellent course in bilingualism stimulated my interest in this area of study. I would especially like to thank my director, Dr. Diana Natalicio, not only for her time and expertise, but also for her encouragement and support. Finally, a special word of thanks goes to David Patterson, who met the challenge of making illustrations for such sentences as "Carlos stayed there doing nothing."

This thesis was submitted to the supervising committees authorized by the University of Texas at El Paso Graduate School on May 1, 1979.

TABLE OF CONTENTS

List of Tables 5

Chapter One - Background 6

Chapter Two - Methodology. 8

2.1 - Development of the Instrument 8
2.1.1 Test Sentences 8
2.1.2 Illustrations. 15
2.2 - Development of the Questionnaire. 15
2.3 - Pilot Study 16
2.4 - Data Collection 17
2.4.1 - Subjects. 17
2.4.2 - Instrument. 18
2.4.3 - Procedures. 18

Chapter Three - Results. 19

3.1 - Questionnaire Responses 19
3.2 - Sentence Responses. 21
3.2.1 - Categorization of Responses 21
3.2.2 - Discussion of Responses 23
3.2.3 - Analysis of Responses in Terms of Questionnaire Data. 24

Chapter Four - Conclusions 28

Appendix 30

References 32

LIST OF TABLES

1. Questionnaire responses for the English As a Second Language (ESL) group and the Spanish for Spanish Speakers (SSS) group. 20

2. Categories of subjects' responses 21

3. Rank order of English-influenced responses. 22

4. Questionnaire responses for the "Above Average English Influence" group and the "Below Average English Influence" group. 25

CHAPTER ONE

Background

Most studies concerning the influence of English on the Spanish spoken in the Southwest have dealt with lexical and phonological influence. For example, Espinosa (1957) and Beltrano and de Porcel (1975) focused on the influence of English on the lexicon of Southwestern Spanish, and Phillips (1975) examined the phonological influence of English on the Spanish of Los Angeles. The influence of English on Spanish syntax, however, has for the most part only been viewed within the context of broader areas of study. For instance, a number of examples of English-influenced Spanish syntax appear in García (1977), a study of the acceptability by Latin Americans and Chicanos of selected utterances from a Chicana woman's spontaneous speech; however, the researcher's primary interest was not in English-influenced syntax, but rather in the acceptability level of many different aspects of the Chicana woman's speech.

Some examples of English-influenced Spanish syntax also appear in Gonzalez (1970), a study of the acquisition of Spanish by young native Spanish speaking children in Texas. The focus of this paper was on acquisition, and English syntactic influence was of only secondary importance to his study.

A detailed examination of the influence of Spanish syntax on the English spoken by bilingual students in California was conducted

© Jean Scarborough Patterson

CHAPTER ONE

Background

Most studies concerning the influence of English on the Spanish spoken in the Southwest have dealt with lexical and phonological influence. For example, Espinosa (1957) and Beltrano and de Porcel (1975) focused on the influence of English on the lexicon of Southwestern Spanish, and Phillips (1975) examined the phonological influence of English on the Spanish of Los Angeles. The influence of English on Spanish syntax, however, has for the most part only been viewed within the context of broader areas of study. For instance, a number of examples of English-influenced Spanish syntax appear in García (1977), a study of the acceptability by Latin Americans and Chicanos of selected utterances from a Chicano woman's spontaneous speech; however, the researcher's primary interest was not in English-influenced syntax, but rather in the acceptability level of many different aspects of the Chicano woman's speech.

Some examples of English-influenced Spanish syntax also appear in Gonzalez (1970), a study of the acquisition of Spanish by young native Spanish speaking children in Texas. The focus of this paper was on acquisition, and English syntactic influence was of only secondary importance to his study.

A detailed examination of the influence of Spanish syntax on the English spoken by bilingual students in California was conducted

by Johnson and Abraham (1973). These researchers used both visual and audio stimuli to elicit English utterances from two subject groups: first-grade children and junior high students. It should be emphasized that Johnson and Abraham were exclusively concerned with the influence of the structure of Spanish on the English spoken by Southwestern bilinguals, not with the influence of English structure on Spanish.

Studies having as their primary focus the influence of English on Southwestern Spanish syntax are lacking in the research literature. This study represents one attempt to study selected Spanish syntactic structures as used by speakers in the Southwestern United States to determine the variety and extent of English influence.

CHAPTER TWO

Methodology

2.1 Development of the Instrument

A list of 25 Spanish sentences cited as evidence of English syntactic influence was compiled from DeMello (1974), Sánchez (1972), García (1977), Perez Sala (1973), and Stockwell, Bowen, and Martin (1965). Some of the examples were taken directly from these studies; others were adapted from those cited in the studies.

Each of the 25 sentences was then translated into English. The English stimuli, the equivalent Spanish target structure, a possible English-influenced Spanish structure, and a brief description of the structure under consideration in each instance are presented below. The source, if any, from which each example was derived is also listed.

2.1.1 Test Sentences

1. Mark <u>is looking for</u> his books.

   Standard (S): está buscando

   English-influenced (E-I): está buscando por

   The idea of 'to look for' is expressed by the verb <u>buscar</u>; no preposition is used in Spanish.

   (Stockwell, Bowen, and Martin 1965)

2. Mark asked Carlos <u>to come</u>.

   (S): que viniera

   (E-I): que venir

Spanish requires the subjunctive in a dependent clause after a verb of request.

(Stockwell, Bowen, and Martin 1965)

3. They are taking a walk.

S: dan un paseo

E-I: toman un paseo

The complex lexical item 'to take a walk' cannot be translated componentially into tomar un paseo. It must be expressed by its complex lexical equivalent in Spanish, dar un paseo.

(Original Item)

4. Mark forgot his watch.

S: A Marco se le olvidó el reloj.

E-I: Marco olvidó su reloj.

In the first, reloj is the subject and Marco the indirect object; in the second, Marco is the subject and reloj the direct object.

(Stockwell, Bowen, and Martin 1965)

5. Maria taught Carlos how to dance.

S: enseñó a

E-I: enseñó como

Enseñar a expresses 'to teach how'; como cannot be used.

(Stockwell, Bowen, and Martin 1965)

6. Many of them have already become American citizens.

S: se han hecho

E-I: se han sidos

The second sentence uses the past participle of ser rather than

hacer. The plural agreement shown in sidos may simply reflect a performance error.

(García 1977)

7. He avoided jumping.

S: saltar

E-I: saltando

Spanish requires that evitar take a complementary infinitive rather than a gerund.

Suggested by evitaron saliendo (Stockwell, Bowen, and Martin 1965)

8. It's necessary for María to study.

S: que María estudie

E-I: para María estudiar

The subjunctive is required in a dependent clause that follows es necesario and other similar impersonal expressions.

(Stockwell, Bowen, and Martin 1965)

9. Several students raised their hands.

S: la mano

E-I: sus manos

Spanish requires the definite article rather than the possessive adjective, and the distributive singular rather than the collective plural.

(DeMello 1974)

10. Albert is two years old.

S: tiene dos años

E-I: tiene dos años de edad

Edad is not used, analogous to 'age', in Spanish.

(Gonzalez 1970)

11. How did you like the film?

S: te gustó

E-I: como te gustó

In Spanish the question word como ('how') is neutral, and gustar + indirect object is positive. The two are thus incompatible. English 'like' can be used to pose an objective question with 'how'.

(Perez Sala 1973)

12. Did you have a good time?

S: te divertiste

E-I: tuviste un buen tiempo

Tener un buen tiempo is a phrasal calque of the English equivalent.

(Sánchez 1972)

13. Maria knows how to speak English.

S: sabe hablar

E-I: sabe como hablar

Saber expresses 'to know how'; como is not used to introduce a dependent infinitive after saber.

(Perez Sala 1973)

14. Nothing can compensate for this loss.

S: compensar

E-I: compensar por

Compensar expresses 'to compensate for'; no preposition is used in Spanish.

(DeMello 1974)

15. Religion is something very personal.

S: la religión

E-I: religión

Spanish requires a definite article before an abstract noun.

(Sánchez 1972)

16. The streets were covered with water.

S: cubiertas de

E-I: cubiertas con

The preposition required by Spanish after cubierto does not correspond with that required by English after 'covered'.

(Original Item)

17. His hands are dirty.

S: tiene las manos sucias

E-I: sus manos están sucias

Spanish uses the definite article rather than the possessive adjective for body parts; also, Spanish uses the tener + noun + adjective construction rather than the noun + estar + adjective construction.

(Sánchez 1972)

18. Carlos is supposed to come.

S: Se supone que Carlos venga.

E-I: Carlos está supuesto a venir.

'To be supposed to' in the probabilistic as opposed to obligational sense may be expressed in Spanish by an impersonal reflexive construction.

(Perez Sala 1973)

19. Mark paid more than he had to.

S: más de lo que tenía que pagar

E-I: más de lo que tenía que

Spanish does not allow the deletion of recoverable verbal material after que in the way that English allows such deletion after 'to'.

(Stockwell, Bowen, and Martin 1965)

20. Albert was born in California.

S: nació

E-I: fue nacido

Nacer occurs as an active verb in Spanish as opposed to the pseudo passive English 'was born'.

Suggested by fui nacida (García 1977)

21. He came back.

S: Regresó, volvió

E-I: Vino para atrás, vino patrás

Venir para atrás reflecting the English phrasal verb 'to come back' is not used in Spanish.

(García 1977)

22. Carlos stayed there doing nothing.

S: sin hacer nada

E-I: haciendo nada

The Spanish rule for negativization which specifies a negative particle or word immediately preceding the verb is violated by the second sentence.

(Stockwell, Bowen, and Martin 1965)

23. Most people drink coffee.

S: la mayor parte de, la mayoría de

E-I: más gente

In the second sentence, más is being inappropriately used as a quantifier equivalent to 'most'. Más as the equivalent of 'most' can only be used in superlative expressions where it is not a quantifier.

Suggested by la más de gente (García 1977)

24. She doesn't think María has arrived yet.

S: haya llegado

E-I: ha llegado

Spanish requires the subjunctive in a dependent clause after an expression of doubt or disbelief.

(Stockwell, Bowen, and Martin 1965)

25. Carlos commented on María's remarks.

S: comentó

E-I: comentó sobre, en, acerca de

'To comment on' is expressed by comentar alone; no preposition is used.

(DeMello 1974)

Although the target constructions under consideration in several of the sentences are obviously similar, e.g., those in Sentences 5, 11, and 13, and those in Sentences 2, 8, and 24, they were deliberately not grouped together in the test instrument. Instead, they were presented

to subjects in random order to minimize the possible influence they might exert on each other.

2.1.2 Illustrations

The complete test instrument included the 25 English sentences and 25 accompanying colored cartoon sketches on 22" X 28" poster board designed to depict the sentences. One function of the illustrations was to clarify the meaning of each sentence in the event that it contained vocabulary unfamiliar to the students. Their primary purpose, however, was to draw students' attention away from the surface structure or formal characteristics of the sentences they were presented, focusing them instead on the meaning. The use of illustrations is based on the principle that during the comprehension process listeners typically store in memory general meaning rather than verbatim formal content (Clark and Clark 1977). Specifically, the illustrations were expected to aid in reducing the influence of English surface structure on Spanish language translation responses.

2.2 Development of the Questionnaire

The purpose of this study was not only to examine selected Spanish syntactic structures revealing English influence, but also to determine the demographic characteristics of those bilinguals whose Spanish syntax manifests substantial or minimal degrees of English influence. In devising this study, it was assumed that the factors most likely to be significant in this respect include the amount of formal Spanish language study; the language spoken most with family, friends,

and co-workers; and the level of attained education of parents. A questionnaire was designed to obtain this information for each subject. A copy of the questionnaire, in both English and Spanish, appears in the Appendix.

2.3 Pilot Study

A pilot study was conducted with two purposes: (1) to verify the feasibility of the procedures to be used in the experiment, and (2) to check each test sentence for comprehensibility assumed to be a function of length and vocabulary level.

Three bilingual students from an English Study Skills class participated in the pilot study, administered by the researcher. The three subjects were instructed to listen as each test sentence was read by the researcher at normal speed, and to write on an answer sheet the Spanish equivalent of the sentence they heard. Each sentence was read twice. The related cartoon sketch was presented simultaneously with the first reading.

One result of the pilot study was the reconsideration of four of the test sentences, items 6, 7, 18, and 20. Sentence 6 was eliminated immediately after the pilot study since it proved useless as a test item. The structure under consideration was the choice of verb to be used in the present participle, and all responses were instead in the present, providing no basis for comparison. Sentences 7, 18, and 20 were retained in the experiment but excluded from the final tabulation of the results: the items were unproductive in the pilot study, but it was hoped that a larger group of subjects would yield a wider range of

responses. The subjects in the pilot study were simply not familiar with the verb 'avoid' in Sentence 7, and the intended comparison between the selection of the infinitive or the gerund did not materialize. In Sentence 18, the predicted opposition between se supone que venga and está supuesto a venir did not occur, since the respondents almost uniformly expressed 'to be supposed to' with the verb deber. In Sentence 20, the predicted English-influenced response fue nacido failed to occur either in the pilot study or in the actual experiment. Therefore, the results were not included in the final tabulation since they provided no basis for comparing the respondents.

The questionnaire was not administered to the pilot study participants since the purpose of the pilot study was simply to establish procedure and to verify test items.

Another result of the pilot study was a decision as to the time to be allotted for the students to write their response after the second reading of each test item. By observing the amount of time it took all three students to complete their response to each item, it was determined that 15 seconds would be sufficient.

2.4 Data Collection

2.4.1 Subjects

36 English-Spanish bilingual students at the University of Texas at El Paso participated in the study. 16 were members of an English As a Second Language (ESL) class, and 20 were in a class of Spanish for Spanish Speakers (SSS). The experiment was conducted separately for each group; however, the procedure followed was identical for both groups.

2.4.2 Instrument

The test sentences were the same as those used in the Pilot Study, with the omission of Sentences 6, 7, 18, and 20. The same cartoon illustrations used in the Pilot Study were also used during data collection.

2.4.3 Procedures

Questionnaires and answer sheets for each student were attached in advance so that no names or codes were needed on the answer sheet itself. Each student was asked to complete the questionnaire pages (see Appendix) individually, with the researcher and the teacher in each class available to answer questions in Spanish or in English. The test procedure was the same as that described in the Pilot Study except for one modification: in order to minimize any difficulty in aural English comprehension, the students' regular classroom teacher presented the English stimulus sentences.

CHAPTER THREE

Results

3.1 Questionnaire Responses

Subjects' responses to the questionnaire are presented in Table 1. The greatest difference between the two language classes (ESL and SSS) occurs in responses to the question concerning the language spoken most frequestly with siblings and friends. 88% of the English As a Second Language (ESL) students reported speaking mostly Spanish with their brothers and sisters. In contrast, only 20% of the students in the Spanish for Spanish Speakers (SSS) class reported that they speak mostly Spanish with their brothers and sisters. Similarly, 94% of the ESL group speak mostly Spanish with their friends, while only 20% of the SSS group speak mostly Spanish with their friends.

Another important difference between the two language classes is in response to the question concerning the number of years of formal Spanish study in a Spanish-speaking country: 44% of the ESL group indicated having studied Spanish 12 or more years in a Spanish-speaking country, and 31% studied between nine and eleven years. In contrast, only 10% of the students in the SSS group reported more than two years of formal Spanish study in a Spanish-speaking country. In response to the question concerning the number of years of formal Spanish study in the United States, all students in the ESL group (100%) reported two years or less. 45% of the SSS group indicated two years or less, and

Table 1. Questionnaire responses for the English As a Second Language (ESL) group and the Spanish for Spanish Speakers (SSS) group.

Item	ESL (N=16)	SSS (N=20)	Total
MALE	75%	40%	56%
FEMALE	25%	60%	44%
Number of years Spanish studied in a Spanish-speaking country:			
2 OR LESS	13%	75%	47%
3-5	6%	5%	6%
6-8	6%	5%	6%
9-11	31%	0	14%
12 OR MORE	44%	0	19%
NO RESPONSE	0	15%	9%
Number of years Spanish studied in the United States:			
2 OR LESS	100%	45%	69%
3-5	0	40%	22%
6-8	0	10%	6%
9-11	0	0	0
12 OR MORE	0	0	0
NO RESPONSE	0	5%	3%
Language spoken most with parents:			
SPANISH	94%	70%	80%
ENGLISH	0	30%	17%
NO RESPONSE	6%	0	3%
Language spoken most with brothers and sisters:			
SPANISH	88%	20%	50%
ENGLISH	6%	80%	47%
NO RESPONSE	6%	0	3%
Language spoken most with friends:			
SPANISH	94%	20%	53%
ENGLISH	0	80%	44%
NO RESPONSE	6%	0	3%
Language spoken most at work:			
SPANISH	50%	5%	[illegible]%
ENGLISH	6%	75%	[illegible]%
NO RESPONSE	44%	20%	31%
Highest level of education attained by mother:			
PRIMARY	38%	15%	25%
SECONDARY	31%	60%	47%
COLLEGE	31%	10%	19%
NO RESPONSE	0	15%	8%
Highest level of education attained by father:			
PRIMARY	31%	15%	22%
SECONDARY	25%	50%	39%
COLLEGE	38%	25%	31%
NO RESPONSE	6%	10%	8%

40% of the SSS group indicated three to five years. These results probably reflect the fact that most of the ESL group live in Mexico and consequently have studied Spanish in Mexico but not in the United States, and that most of the SSS group live in the United States and typically have received their formal instruction in Spanish language in the United States rather than in Mexico.

3.2 Sentence Responses

3.2.1 Categorization of Responses

The Spanish responses to English sentence stimuli were to have been classified into two categories: (1) responses demonstrating standard (non-English-influenced) Spanish syntax, and (2) responses indicating English-influenced syntax. It soon became apparent, however, that two additional classifications were needed. Certain responses reflected standard Spanish syntax but did not employ the particular syntactic construction under consideration, e.g., the phrase 'covered with water', designed to elicit cubiertas de agua or cubiertas con agua, was rendered by two respondents as inundadas. Consequently, a category labeled "Alternate Structures" was established. In addition, a fourth category was created to accomodate inappropriate, incomplete, or omitted responses. The total percentage of responses for all subjects across all test items in each category appears in Table 2.

Table 2. Categories of subjects' responses.

Standard Spanish	45%
English-influenced Spanish	36%
Alternate Structures	14%
Omitted, Incomplete, or Inappropriate. . .	5%

Table 3 presents the test sentences ranked according to the frequency of their occurrence in the "English-influenced" category.

Table 3. Rank order of English-influenced responses.

2.	Mark asked Carlos to come.	3%
17.	He came back.	8%
19.	Most people drink coffee.	8%
1.	Mark is looking for his books.	11%
16.	Mark paid more than he had to.	14%
14.	The streets were covered with water.	19%
6.	It's necessary for María to study.	25%
8.	Albert is two years old.	25%
11.	María knows how to speak English.	25%
3.	They are taking a walk.	28%
20.	She doesn't think María has arrived yet.	28%
12.	Nothing can compensate for this loss.	31%
4.	Mark forgot his watch.	39%
7.	Several students raised their hands.	44%
5.	María taught Carlos how to dance.	47%
21.	Carlos commented on María's remarks.	53%
13.	Religion is something very personal.	58%
10.	Did you have a good time?	61%
9.	How did you like the film?	67%
18.	Carlos stayed there doing nothing.	69%
15.	His hands are dirty.	94%

3.2.2 Discussion of Responses

Several observations may be made at this point. First, structures representing similar areas of predicted English syntactic influence did not yield the same frequency of influence. For example, in response to Sentences 5, 11, and 13, all designed to elicit the inappropriate use of como to express 'how', 67% of the respondents used como with gustar (item 11), 47% with enseñar (item 5), and only 25% with saber (item 13).

The frequency of English-influenced responses also varied in Sentences 2, 8, and 24, all involving the use of the Spanish subjunctive in sentences requiring the indicative or the infinitive in their English counterparts. English-influenced responses totaled 28% after creer + negative (item 24), 25% after es necesario que (item 8), and only 3% after pedir (item 2).

The greatest disparity in responses, however, is evident in the use of prepositions with verbs that normally require them in English but not in Spanish. 53% of the respondents included inappropriate prepositions with comentar (item 25), 31% with compensar (item 14), but only 11% with buscar (item 1). This result may reflect the relatively higher frequency of occurrence of buscar; the greater frequency presumably leads to a higher retention rate of standard Spanish usage as contrasted with less common verbs such as comentar and compensar.

Another interesting result was the occurrence of several English-influenced responses that were not predicted at the outset of the study. In Sentence 1, for instance, not only buscando por but also mirando por appear, where mirar was extended to express 'to look for'

as well as 'to look at'. In Sentence 9, one respondent wrote ponen las manos arriba for 'raised their hands', and in Sentence 10, 'Albert is two years old' was expressed by one subject as Albert está dos años.

One of the most innovative responses was the rendition of 'How did you like the film?' as ¿Cómo gustastes el cine? Not only was the inappropriate como included, but also the verb gustar took a second person singular subject, in contrast with the standard Spanish ¿Te gustó la película? where película is the subject and te the indirect object. Finally, gustastes reflects the extension of the regular second person singular ending -s to the preterite tense where the -s does not occur in standard Spanish.

3.2.3 Analysis of Responses in Terms of Questionnaire Data

The average number of English-influenced sentences per respondent was 7.5 or 36%. At this point in the study, the two groups of respondents were reclassified into two groups: (1) the 17 participants (47%) whose total number of English-influenced sentences exceeded the average; and (2) the 19 participants (53%) whose total number of English-influenced sentences was below average.

A separate tabulation was made of the questionnaire responses for each of these two groups, and a comparison of the totals for the two groups is presented in Table 4. One significant comparison in the responses of the two groups is in the level of attained education of the subjects' parents. Of the group showing the most English influence on their Spanish syntax, only 6% indicated that their mother had attended college, while 32% of the group revealing the least English influence

Table 4. Questionnaire responses for the "Above Average English Influence" group and the "Below Average English Influence" group.

Item	Above Average English Influence (N=17)	Below Average English Influence (N=19)
ESL	24%	63%
SSS	76%	37%
MALE	59%	53%
FEMALE	41%	47%
Number of years Spanish studied in a Spanish-speaking country:		
2 OR LESS	53%	42%
3-5	6%	5%
6-8	12%	0
9-11	12%	16%
12 OR MORE	6%	32%
NO RESPONSE	12%	5%
Number of years Spanish studied in the United States:		
2 OR LESS	41%	95%
3-5	41%	5%
6-8	12%	0
9-11	0	0
12 OR MORE	0	0
NO RESPONSE	6%	0
Language spoken most with parents:		
SPANISH	71%	89%
ENGLISH	24%	11%
NO RESPONSE	6%	0
Language spoken most with brothers and sisters:		
SPANISH	35%	63%
ENGLISH	59%	37%
NO RESPONSE	6%	0
Language spoken most with friends:		
SPANISH	29%	74%
ENGLISH	65%	26%
NO RESPONSE	6%	0
Language spoken most at work:		
SPANISH	12%	37%
ENGLISH	59%	32%
NO RESPONSE	29%	32%
Highest level of education attained by mother:		
PRIMARY	29%	21%
SECONDARY	53%	42%
COLLEGE	6%	32%
NO RESPONSE	12%	5%
Highest level of education attained by father:		
PRIMARY	29%	16%
SECONDARY	35%	42%
COLLEGE	24%	37%
NO RESPONSE	12%	5%

indicated that their mother had attended college. The difference in the percentage of fathers who attended college was less significant: 24% of the first group and 37% of the second.

Questionnaire responses concerning the number of years of formal Spanish study reveal another important difference between the two response groups. While the distribution of the total number of years of Spanish study in a Spanish-speaking country is similar for both groups, there is a significant difference between the two groups in terms of the number of years of Spanish study in the United States. 95% of the group showing below average English influence on their Spanish syntax have had two years or less of formal Spanish study in the United States. Of the group revealing above average English influence on Spanish syntax, 41% have had two years or less of formal Spanish study in the United States, and 41% have had three to five years. These data do not suggest a clear interpretation; further research will be required to clarify this result.

Perhaps the most striking difference between the two groups concerns the language spoken most by the subjects with members of their own age group: their brothers and sisters and their friends. 59% of the group showing the greatest English influence on their Spanish responses indicated that they spoke primarily English with their brothers and sisters, while only 37% of the group demonstrating the least English influence on their Spanish speak mostly English with their brothers and sisters. An even wider range of difference is revealed in the language spoken most frequently by each group with their friends. 65% of the first group (greatest English influence) speak primarily English with

their friends, whereas only 26% of the second group (least English influence) speak primarily English with their friends.

In contrast, the language spoken most frequently with parents is approximately the same for both groups. A large percentage of each group--71% of the first and 89% of the second--speak predominantly Spanish with their parents.

It appears, therefore, that the speech of a subject's peers has a far greater impact on his/her own language than does the speech of parents. Those subjects speaking Spanish most frequently with their friends and with their brothers and sisters had the lower percentages of English influence on their Spanish syntax. In turn, those who speak English most frequently with their brothers and sisters and friends had the higher rate of English-influenced Spanish syntax.

This finding, of course, merely reiterates Labov's conclusion in his study of nonstandard English: "Children do not speak like their parents. . . . In almost every detail [the child's] English will resemble that of his peers rather than that of his parents" (1975:33).

CHAPTER FOUR

Conclusions

Briefly stated, the purpose of this study was to examine the Spanish syntax of a small group of bilingual students at the University of Texas at El Paso to determine the variety and extent of English influence on Spanish syntax and to correlate the relative extent of this influence with selected extra-linguistic factors.

The most significant finding was that the group of students having the highest average of English-influenced Spanish syntax indicated that they spoke predominantly English with their brothers and sisters and with their friends. In contrast, the group of students revealing the lowest rate of English-influenced Spanish indicated that they spoke mostly Spanish with their friends and siblings. No such comparison may be made concerning the language spoken most frequently with parents, since the majority of subjects in both groups speak primarily Spanish with their parents. One conclusion that may be drawn from this study, therefore, is that a young person's speech is probably influenced more by his/her peers than by parents.

One contribution of this study was the verification of the procedure designed to elicit data for syntactic analysis. The presentation of an illustration with each test sentence appeared to aid subjects in focusing their attention on meaning rather than on the verbatim form of the English stimuli that were to be rendered in Spanish. The procedures

described here appear to offer considerable promise to researchers interested in examining other aspects of the syntax of Southwestern United States Spanish.

APPENDIX

____MALE
____FEMALE

DO NOT WRITE YOUR NAME!
¡NO PONGA SU NOMBRE!

1. How many years of Spanish have you studied in school in a Spanish-speaking country?

   ¿Cuántos años ha estudiado el español en una escuela en un pais hispanoparlante?

   ____2 or less
   ____3 to 5
   ____6 to 8
   ____9 to 11
   ____12 or more

2. How many years of Spanish have you studied in school in the United States?

   ¿Cuántos años ha estudiado el español en una escuela en los estados unidos?

   ____2 or less
   ____3 to 5
   ____6 to 8
   ____9 to 11
   ____12 or more

3. What language do you speak the most with your parents?

   ¿Qué idioma habla con más frecuencia con sus padres?

   ____Spanish
   ____English

4. What language do you speak the most with your brothers and sisters?

   ¿Qué idioma habla con más frecuencia con sus hermanos?

   ____Spanish
   ____English

5. What language do you speak the most with your friends?

   ¿Qué idioma habla con más frecuencia con sus amigos?

____Spanish
____English

6. What language do you speak the most at work?

¿Qué idioma habla con más frecuencia en su trabajo?

____Spanish
____English

7. Where did your mother go to primary school?

¿Dónde asistió su madre la escuela primaria?

_____

8. Where did your mother go to secondary school?

¿Dónde asistió su madre el colegio?

_____

9. What college or university did your mother go to?

¿Dónde asistió su madre la universidad?

_____

10. Where did your father go to primary school?

¿Dónde asistió su padre la escuela primaria?

_____

11. Where did your father go to secondary school?

¿Dónde asistió su padre el colegio?

_____

12. What college or university did your father go to?

¿Dónde asistió su padre la universidad?

_____

REFERENCES

Beltramo, Anthony, and de Porcel, Antonio. 1975. Some Lexical Characteristics of San Jose Spanish. El Lenguaje de los Chicanos: Regional and Social Characteristics Used by Mexican Americans, ed. Eduardo Hernandez-Chavez, Andrew D. Cohen, and Anthony F. Beltramo. Arlington, Va.: Center for Applied Linguistics.

Clark, Herbert H., and Clark, Eve V. 1977. Psychology and Language: An Introduction to Psycholinguistics. New York: Harcourt Brace Jovanovich, Inc.

DeMello, George. 1974. Español Contemporáneo. New York: Harper and Row.

Espinosa, Aurelio M. Jr. 1957. Problemas Lexicográficos del Espanol del Sudoeste. Hispania 40:no. 2.

García, Mary Ellen. 1977. Chicano Spanish/Latin American Spanish: Some Differences in Linguistic Norms. Bilingual Review 4:no. 3.

Gonzalez, Gustavo. 1970. The Acquisition of Spanish Grammar by Native Spanish Speakers. Ann Arbor: University Microfilms.

Johnson, Edith Trager, and Abraham, Frank. 1973. Basic English and Spanish Syntax of Spanish-Speaking Americans: Some Interactions and Implications. Readings in Spanish-English Contrastive Linguistics, ed. Rose Nash. Hato Rey, Puerto Rico: Inter American University Press.

Labov, William. 1975. The Study of Nonstandard English. Urbana, Ill.: The National Council of Teachers of English.

Peña, Albar. 1967. A Comparative Study of the Selected Syntactical Structures of the Oral Language Status in Spanish and English of Disadvantaged First-Grade Spanish-Speaking Children. Ann Arbor: University Microfilms.

Perez Sala, Paulino. 1973. Interferencia lingüística del inglés en el español hablado en Puerto Rico. Hato Rey, Puerto Rico: Inter American University Press.

Phillips, Robert N. 1967. Los Angeles Spanish. Madison, Wisc.: Wisconsin University Press.

Sánchez, Rosaura. 1972. Nuestra Circunstancia Lingüística. El Grito 6:45-74.

Stockwell, Robert, Bowen, J. Donald, and Martin, John. 1965. The Grammatical Structures of English and Spanish. Chicago: The University of Chicago Press.